



Singleton Church of England Primary School

COVID-19 catch-up premium report / Recovery Premium Grant

2020 to 2022

“Passion for LearningPassion for life”

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



Covid-19 ‘Catch up’

Academic year 2020 /21

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year’s census and will not include Nursery numbers, meaning Singleton School will be in receipt of £8240 (103 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Academic year 2021 /22

All schools that are eligible for pupil premium are eligible for recovery premium.

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free school meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post looked-after children (post-LAC)

Funding allocations

- School allocations will be calculated on a per pupil basis.
- Mainstream schools will get:
 - £145 for each eligible pupil in mainstream education

- £290 for each eligible pupil in a special unit
- Other types of eligible schools will get £290 for each eligible pupil.

We have applied additional weighting to specialist provision recognising the significantly higher per pupil costs they face.

We have included a minimum payment that we refer to as a 'floor' to ensure that:

- an eligible primary school will not receive less than **£2,000**

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	104	Amount of catch-up premium received per pupil:	£80
Academic year 2020 /21 Total catch-up premium allocation:	£8240		
September 2021 / 22 Total 'Recovery Premium' allocation	£2000	£290 per pupil – but there is a minimum payment (floor) which ensures that every school gets no less than £2000	£290

Context of the school and rationale for the strategy 2019 - 21

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture with only 2 children in total
- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. Out of 103 children on roll we had 5 children who did not engage in any school directed learning and a further 20 that engaged intermittently
- Upon re-opening on September 2nd 2020, we had a good response to children coming back to school. Attendance was stable across all year groups upon return.
- Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not

SUMMARY INFORMATION

possible during Summer 2020 due to Covid 19.

- Overall attendance for September - Week 1 was 97.72%
- Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. However, staff over summer had to organize the setting up of the remote learning digital platforms (TEAMS) and the SMT had to develop the Recovery Curriculum.
- Further Lock down January 2021
- Vaccination programme was introduced
- We developed a Recovery Curriculum – identifying Key essential skills in each subject that needed to be assessed and covered.
 - This was updated termly linked to the COVID situation (lockdowns/ self-isolations etc.)

Updates 2021 /22

Updated the recovery Curriculum for the new academic year

- We currently have: -
 - 2 pupils who are eligible for free school meals (FSM)
 - 2 post looked-after children (post-LAC)
- The autumn term saw a significant rise in COVID within our school resulting in high levels of absence of both staff and pupils. We met the threshold and had to work with Public Health England. This has a significant impact on the implementation of the recovery curriculum and the provision maps as over 50% of the staff were off and significant numbers of children in every class. This will need to be addressed in the Spring term

Aims

The broad aims for “catch up” at Singleton C of E School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at Singleton

- **Recovery Curriculum:** We developed a very detailed Recovery Curriculum approach, supplemented by specific guidance for staff. This outlined the Key Essential skills and explained to staff how to approach targeted learning and catchup. The document outlined how a reduced curriculum would be implemented and the priority order for moving back to a full curriculum in the coming months. The document also identified specific intervention programmes to be used for the ‘closing of the gap,’
- **Focus on consolidation of basic skills.** The ‘Essential’ core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, and times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and math’s teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term. Staff will also go back to the National Curriculum and look at the programmes of study to identify the essential skill and knowledge required.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

(For Some Children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilizing catch up premium – dependent

- on need as identified through ongoing assessment
- Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Spending:

At Singleton C of E School, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track”. These include CGP targeted supports books for Literacy and numeracy and purchasing addition resources, these also include the purchase of additional whiteboards for support staff so that they can work with small targeted groups and ‘model’ learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

Catch up at Singleton IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved:

Chair of Governors;– Vice-Chairs of Governors;– Head Teacher – Chair of Resources

Committee meeting dates

Autumn: December 2020
 December 2021

Spring: March 2021
 March 2022

Summer: June 2021
 June 2022

Autumn 2020 summary

- Governors made aware of the additional money £80 per child – system explained – 3 instalments
- Governors given copy of the Recovery Curriculum Action Plan and guidance so they have a full overview of the closing the Gap Strategy that will be implemented
- Current spending
 - CGP resources
 - Additional Whiteboards – to aid delivery
 - Additional TA hours
 - Learning aids and resources
 - Additional tech – including apps for the IPADS

Spring 2021 summary

- Governors given copy of the COVID 19 catch up premium report
- Finance officer gave positional statement as to current spending and current amount of funding received by school
- Entered 2nd Lockdown January 8th 2021
- March 8th 2021 – return to school – Spring term Recovery Curriculum developed by SLT implemented at this stage
- Guidance for staff produced to support with identifying learning gaps
- Additional resources purchased to supplement the recovery curriculum
 - Phonics resources
 - New reading comprehension resources
 - Additional hours given to TA's to deliver aspects of the recovery – closing the gap provision

Summer 2021 summary

- Summer term provision map developed – based on teacher assessment and formal end of year assessments – Overtime for TA's to deliver the

- closing the gap provision
- National Tutoring Programme applied for and implemented – School financial implication – 25% of Overall costs x 3 for the 3 groups of children accepted onto the scheme

Autumn term 2021

- The provision maps were developed based on the June Assessments and teacher assessments in the summer term.
- Overtime for TA's to deliver the provision was planned into the budget
- Unfortunately, the autumn term brought the worse cases of COVID we could imagine – with over 50% of the staff going off ill and very high numbers of pupils. We met thresholds and had to inform Public Health England.
- This impacted on the provision maps which were not implemented and staff struggled with the mixed age ranges in class when only one adult available.
- The staff when they were in, continued to addressed the recovery curriculum
- Evaluations of pupil progress and identification of need was carried out at the end of the autumn term – using the Formal assessments and the teacher assessment judgements
- New provision maps were devised for the spring term

Barriers to learning

		Barrier	Desired outcome
Teaching	A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020..
	B	Home learning evaluation and development – Grant from DfE acquired in the summer holidays – this has been used to set up a new digital platform – Microsoft Teams. This will be developed further during this academic year to improve access to learning at home for all pupils, to improve 'live' aspects of remote learning and to facilitate remote pupil progress meetings etc.	A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use - Teams training planned and being delivered during Autumn term 2020. Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. All remote learning for children self-isolating in the autumn term via Teams. Pupil progress evenings via Teams, IEP meetings Via Teams. Live learning check in's in place
	C	To focus upon strategies and support which develop greater resilience and self confidence in our children.	To have an overall increase in children's resilience and self-confidence by the end of summer term 2021.
	D	Impact of sever COVID outbreak in our small school – reduced staffing in school, high levels of absence of both staff and pupils	To evaluate the impact and implant targeted provision/ provision map in the Spring term that impacts on the specific children that were impacted.
Targeted Academic Support	D	To use teacher assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
	E	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020. Additional phonics and reading comprehension to be timetabled in the autumn term, alongside targeted focus on vocabulary Mental Maths and arithmetic – addition provision to be timetabled in the autumn term	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021. These continue to improve in the academic year 2021/2 Mental maths strategies and formal written calculations are much improved, gaps filled and accelerated progress demonstrated on a term by term basis from Autumn 2020 onwards

Wider Strategies	G	<p>Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.</p> <p>The impact of a severe COVID outbreak – some staff / pupils / parents suffering from the effects of long COVID. Also impact of the absence of staff / pupils</p>	<p>All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.</p> <p>Effective closing the gap learning and additional provision to be implemented in Spring 2022</p>
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COVID - Teaching priorities for current academic year i.e. Professional development and support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
A	<p>All staff to receive ongoing CPD in relation to the Recovery Curriculum</p> <ul style="list-style-type: none"> • Quality First Teach Approach • Interventions • Vocabulary development • Mental Health support 	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>Staff using Quality First teach approach – which in turn impacts on pupil progress</p> <p>Vocabulary development is a key feature across the curriculum</p>	<p>QFT – materials</p> <p>LCC / DfE guidance on Mental health support</p>	Nil initially.	<i>Teacher assessments</i>	<p>Lisa Rund – PHSE – mental health</p> <p>Leonie Millward</p> <p>QFT and Vocab development</p>	<p>Implemented successfully – all staff received guidance</p> <p>Implementation has been monitored</p> <p>Assessment data has been fully analysed</p> <p>Evidence of Impact</p> <ul style="list-style-type: none"> • Assessment data • Standards and Effectiveness report to Governors <p>SIP – for next academic year will pick up on the Quality First teach next step development</p>

B	<p>CPD refresher training provided for staff on TEAMS – by Andrea Children receive refresher training in its use throughout the autumn term</p> <p>Parents/carers are updated on the platform and how it can support and develop and extend home learning.</p> <p>ICT lead to explore how TEAMS can be used more effectively during parents evenings – how can parents sign up for time slots themselves etc</p>	<p>The platform is in place and staff, pupils and parents are able to use it effectively</p> <p>Home learning (homework) and communication with parents is enhanced (possible use of parent/ pupil surveys and questionnaires)</p> <p>Parents have autonomy over when they want to meet with the teacher – convenience</p>	<p>To use TEAMS as an effective learning platform and also to use it to communicate with parents – e.g. Parents evening</p> <p>Effective parental engagement supports home /online learning and ensures greater consistency of learning for children.</p>	<p>DfE grant – Risual</p>	<p>Before and after surveys to be used with teaching and support staff to assess the impact on knowledge and use of strategies.</p> <p>Possible use of Parental surveys and questionnaires to ascertain information before and after whole school training and roll-out.</p>	<p>IT subject lead – R Redfern. HT to provide project overview.</p> <p>Class teachers to be responsible for sending out and collating parental responses.</p>	<p>Staff refresher training implemented for</p> <ul style="list-style-type: none"> • MS Teams • Cyber security training for school staff (National Cyber Security Centre) <p>Remote learning policy implemented</p> <p>Training Guidance for Parents on Teams provided</p>
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Targeted academic support i.e. structured interventions, small group tuition and 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
D	<p>Reading, Writing and Maths assessments made in June 2021 will identify children in need of further targeted support.</p> <p>Structured closing the gap timetables will be put in place in each classroom – these will address generic gaps in the morning and in the afternoon the children will be split into groups for targeted support and intervention based on ongoing teacher assessments TA's and Teachers will run the targeted groups.</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Majority of children to be at, or above age-related expectations by end of Summer term 2022.</p>	<p>Initial September baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year baseline assessments in July 2022 to be used to give impact evidence over 2021/2022.</p>	<p>To be determined as we progress into 2021/2022.</p>	<p><i>Determined from assessments made at the start of the autumn term 2021</i></p> <p>End of year baselines to be used – July 2022.</p>	<p>HT/DHT strategic overview.</p> <p>English and Maths leads within school.</p> <p>Class teachers on an ongoing basis.</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Assessment data • Test analysis • Teacher assessments • Monitoring reports for Governors

E	<p>Afternoon targeted specific provision. Reading and Maths Intervention and support with identified pupils.</p>	<p>KS1 and KS2 Reading Results to improve as progress and learning develops during 2021/2022</p> <p>Targets to be set for each cohort based on autumn term mid-way assessments</p>	<p>Ongoing school-based attainment and progress trackers across each term in 2021/2022.</p>	<p>TA costs and supply costs to be determined after we see numbers of children identified as needing catch up support from initial September 2021 baselines across key areas.</p>		<p>HT for allocation of support costs.</p> <p>English coordinator and Maths coordinator.</p>	<p>In place</p> <p>Evidence</p> <ul style="list-style-type: none"> • Provision maps • Evaluation of provision by staff • Evaluation of progress against set expectations • School Led Tutoring
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Wider strategies i.e. Behaviour approaches, mental health and social/ emotional support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
G	<p>To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2021 and beyond.</p> <p>To ensure that all children understand expectations and relationships between adults and children across school.</p> <p>To encourage all staff to access emotional well-being / behaviour training as it becomes available during 2021/2022</p> <p>To continue to support high need families / children that are self-isolating / shielding or remote learning</p>	<p>To maintain the high / positive levels of behaviour that we expect from our children</p> <p>Emotional wellbeing</p> <p>Effective support mechanisms in place for families and children that are struggling with the pandemic</p>	<p>Learning Mentor weekly monitoring reports and evaluations against action plan – linked to the SIP for future development of play and behaviour</p> <p>Children still have good relationships with staff in school and this should provide a positive starting point for behaviour management and emotional wellbeing during 2021/2022.</p> <p>Connections that were established with families during the first lockdown will continue</p>	<p>None Initially.</p> <p>Training and CPD costs to be determined as and when required.</p>	<p>Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2021 and beyond.</p>	<p>HT to overview process.</p> <p>Staff to attend CPD as and when they feel they require it.</p>	<p>Learning Mentor – supporting staff with behaviour development across the school</p> <p>Learning Mentor – Implementation of Solihull Training</p> <ul style="list-style-type: none"> • Workshops for parents <p>SIP – picks up on the development of play and social skills next step development</p> <p>Reduction in lower level behavioural issue</p> <p>Highlighted children receiving targeted support</p> <p>Families - high need – have been supported throughout the pandemic – this is still ongoing for some families. Early intervention support has been implemented where required</p> <p>Evidence</p> <ul style="list-style-type: none"> • CPOMS • Weekly behavioural monitoring sheets

H	Health and wellbeing to be first item on staff meeting agenda – and to now encompass staff as well as children	Staff / Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.	Evidence to be ongoing by observing our children in and around school.	Any training courses costs for Learning Mentor to be determined as we progress.	September baseline observations to be discussed with teaching staff in early staff meeting in September to see if any children have been identified	HT to coordinate across school and organise training if/when required during 2021/2022.	<ul style="list-style-type: none"> • In place – embedded into practice • New Learning Mentor very effectively supporting highlighted children and their families • Governor well-being committee formed <p>Evidence</p> <ul style="list-style-type: none"> • CPOMS • TAF • Governor Minutes • Staff meeting minutes
	To ensure that there is a smooth transition in place between outgoing learning mentor and new Learning Mentor	Supportive structures are in place and maintained Children in need are supported	Monitoring records	.	Learning mentor	Achieved Probationary period / Induction of new staff support – successfully implemented	